

**MATH AND SCIENCE ADVANCEMENT
PATHWAYS TO COLLEGE AND EMPLOYMENT**

REQUEST FOR PROPOSAL



FUNDED BY:

Workforce Investment Act (WIA) and the Neighborhood Jobs Trust (NJT)

ISSUED BY:

**The City of Boston
THOMAS M. MENINO, MAYOR**

**Office of Jobs and Community Services (JCS)
Constance J. Doty, Director**

ISSUE DATE:

March 15, 2006

CLOSING DATE:

May 1, 2006

INQUIRIES TO:

**Denise Dabney
JCS Planning and Policy Development
43 Hawkins Street, Boston, MA 02114
(617) 918-5240
Email: denise.dabney.jcs@cityofboston.gov**

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“A strong foundation in mathematics is an absolute essential requirement for technical education.”

Gaining the Competitive Edge, NSF.

“Mathematics courses must be designed around the concepts and applications that connect topics and make mathematics meaningful.”

Crossroads in Mathematics: Standards for Introductory College Mathematics Before Calculus, AMATYC.

Section I. Introduction

The Office of Jobs and Community Services (JCS) is launching *Math and Science Advancement: Pathways to College and Employment* to prepare adult residents of Boston for high demand jobs and/or post-secondary programs requiring college-level competencies in math and science.

JCS seeks to prepare participants to progress to employment and/or post-secondary education or certificate programs for high-demand occupations in Metro Boston. We seek the following anticipated outcomes:

- Documented advancement in individual math and science mastery required to succeed in college. The goal is to have participants fulfill academic requirements in Algebra I and II for training in a post-secondary institution or employment. General Science mastery will be determined by requirements of high demand occupations for post-secondary education which the bidders must document.
- Documented employment in entry-level or higher-level positions in high demand occupations in the Metro Boston labor market.

Metro Boston’s high demand occupations include health care, life sciences, computer technology and information, biotechnology, automobile and marine trades, and building trades, but many job seekers do not have the math and science competencies either for entry-level employment in these industries or for admission to and success in post-secondary degree or certificate programs required for higher-level, better-paying positions. A successful higher education experience is contingent upon students having solid basic writing proficiency/competencies in math, general science orientation, and reading comprehension, in addition to having a high school diploma or an equivalent.

We are seeking proposals for programs to provide participants with contextualized math and science knowledge required for skilled employment and/or a post-secondary certificate or degree program required for employment in high demand occupations. Successful bidders will develop an education program in collaboration with post-secondary institutions, and possibly with employers. Programs should be designed to recognize and accommodate individual learning styles in all aspects of classroom learning.

Below are examples of types of learners and situations bidders might target:

- An individual who has received certification as a Nursing Assistant (CNA) but wants to become a licensed practical nurse (LPN). To reach that goal, s/he will require additional educational preparation in math and science proficiency to be eligible for admission into a higher education LPN degree program. This person will also need case management to ensure that s/he will be able to stay on track to learn and complete her/his program.
- An individual who graduated from high school ten years ago, is an animal technician, and is eager to become a lab technician. S/he either has not had much science or math preparation or needs refresher courses. To be eligible for advancement to a lab tech certification, s/he will need, at a minimum, Algebraic problem-solving mastery to complete a lab technician program.
- A worker who recently completed his GED, is unemployed, and wants to work in one of the building trades, such as an electrical technician. S/he will require math and science course work before beginning a one-year training and apprenticeship program at one of the local post-secondary institutions.

JCS is the fiscal agent for the federally funded Workforce Investment Act (WIA) as well as other federal Department of Labor (DOL) programs serving the city of Boston. The Boston Private Industry Council (PIC) works in partnership with JCS to develop the Workforce Investment Act plan, provide strategic direction to the publicly funded workforce system, determine funding decisions, and measure the system's effectiveness in meeting the employment and training needs of individuals and the workforce needs of employers in Boston. PIC and JCS are the architects of *Math and Science Advancement: Pathways to College and Employment*.

JCS also manages funds from the Neighborhood Jobs Trust (NJT). These linkage dollars are contributed by private developers for the purpose of helping low-income Boston residents become economically self-sufficient through education and training opportunities.

Section II. Eligibility Criteria

JCS strongly encourages agencies to collaborate and develop partnerships which bring together the best teaching, counseling and case management expertise to serve the multiple learning styles of adults learning contextualized math and science.

- Successful bidders will demonstrate capacity and experience in providing adult education services and supportive services to economically disadvantaged individuals, either in the community or in a post-secondary environment.

- Successful bidders will be able to provide participants with a range of services, including academic teaching, case management, academic and career counseling, tutoring, and other support services.

Participant Eligibility:

- WIA and NJT funds must benefit low-income residents of the city of Boston who also meet WIA eligibility guidelines. Other eligible Boston residents may include persons who are employed, unemployed or underemployed. The Title I WIA Eligibility Guidelines for low-income Boston residents are listed in the appendices of this RFP.
- The clients to be served through *Math and Science Advancement: Pathways to College and Employment* are expected to be eligible for educational and employment training as defined by the Workforce Investment Act (WIA). This initiative is ***not*** intended to serve individuals with low levels of literacy, numeracy, and/or English language proficiency.
- Because this pilot is also intended to prepare individuals for enrollment in post-secondary degree or certificate programs and/or employment, bidders should **target individuals who have a high school diploma or GED and score 8th grade on the Test for Adult Basic Education (TABE) in math and at least 10th grade on the TABE in reading.**

Section III. Services Requested

Successful bidders will deliver a full range of services to aid adults in improving their math and science skills for advancement to post-secondary education and/or employment in high demand occupations, including but not limited to:

- Develop specific math and/or science skills instruction that prepares participants for either post-secondary, demand occupational certificate or degree programs or for employment in demand occupations. Participants are expected to complete and master what is typically considered Algebra II level mathematics. Science mastery levels will be determined by the vendor based on knowledge of requirements in science for post-secondary training or for employment. The following is a list of post-secondary programs that prepare individuals for high demand occupations. These are offered as examples only. Bidders are invited to identify other target occupations and post-secondary programs.

Certificate Programs and Internships

- Surgical Technologist
- Pharmacy Technician
- Laboratory Technician
- Licensed Practical Nurse
- Environmental Technician

- Skilled Trades Apprenticeships, such as Plumbing, Electrical or Welding

Associates and Bachelor Degree Programs

- Nursing
 - Radiologic Technologist/Medical Imaging
 - Respiratory Therapy
 - Management Information Systems
- Develop an outreach and recruitment plan to enroll WIA eligible clients into the *Math and Science Advancement: Pathways to College and Employment*.
 - Design and test new models for providing math and science instruction effectively for adult learners by contextualizing the skills required in high demand occupations in the Metro Boston region.
 - Provide academic instruction in math and science to adults enrolled in *Math and Science Advancement: Pathways to College and Employment* through a well-thought out combination of class-based instruction, tutoring and structured homework assignments.
 - Offer ongoing tutorial services to participants enrolled in *Math and Science Advancement: Pathways to College and Employment*. Tutorial services must be clearly defined and integrated into the participants' academic and curriculum plans.
 - Provide counseling and comprehensive case management services to all participants. Case management services include counseling, coaching, and support on an as-needed basis, and assistance with transportation, childcare, housing and other issues that impact the participant's ability to successfully complete the program. Career development counseling includes identification of career goals, steps and timelines for achieving the goals and guidance in beginning the next step after mastery of math and science minimum requirements as defined in this RFP.
 - Work in partnership with CBOs, post-secondary institutions, social service agencies, and/or employers to provide a continuum of services to accommodate participants' individual learning styles and personal barriers to education and training.
 - Work with a designated professional development consulting firm on curriculum development, adaptive teaching approaches and accommodations.
 - Refer candidates for the *Math and Science Advancement: Pathways to College and Employment* to a Boston Career Center designated by JCS which will screen for WIA eligibility, assess clients' intensive services requirements, and record and track clients' progress throughout the funding period using the Massachusetts One

Stop Employment System (MOSES) information system. {See Appendix II for suggested steps for working with the Career Center.]

- Manage all aspects of service delivery: recruitment and assessment, classroom curriculum design, classroom-based instruction, counseling and case management, oversight and management of tutors, fiscal management, monitoring and reporting functions.

SECTION IV. PROPOSAL SUBMISSION PROCESS

A. PROPOSAL SPECIFICATIONS

Bidders must submit one original and five (5) copies of their response. The original **MUST** contain an original signature of an individual who has the legal authority to enter into contractual agreements on behalf of your organization. All proposals **MUST** be fully completed and contain required attachments. Proposals must not exceed twenty (20) pages of securely bound text, not including attachments. Text must be typed in a minimum 12-point font size (this size) and double-spaced.

*To be eligible for evaluation, one (1) original and five (5) copies of the proposal are due no later than **12:00 noon on May 1, 2006**, at:*

OFFICE OF JOBS AND COMMUNITY SERVICES, EDIC
PLANNING AND POLICY DEVELOPMENT DEPARTMENT, FLOOR 3B
43 HAWKINS STREET
BOSTON, MA 02114

Delivery of proposals is the sole responsibility of the Bidder. The transmission of proposals by FAX is **not** permitted. It is the sole responsibility of the Bidder to ensure that proposals are received by Jobs and Community Services at the stated location and deadline. RFP Submissions will be logged in and stamped with a time and date of receipt. Bidders should plan accordingly for timely delivery, as the **May 1, 2006, 12:00 Noon** deadline will be strictly enforced. Proposals or any parts thereof received after the required date and time may not be evaluated.

Submissions and any additional material must be typewritten. Responding organizations should ensure that their submissions conform to the following requirements:

1. The Submission Cover Sheet (Attachment) must be Page 1 of your submission.
2. The submission must be organized according to the Submission Contents Check List (See Attachment).
3. The following material must be included and is required:

B. PROPOSAL REVIEW

Math and Science Advancement: Pathways to College and Employment will be evaluated using the following criteria:

- Responsiveness to the Request for Proposal;
- Bidders' qualifications and experience in providing the requested services to the target population;
- Formal collaborations and linkages to services for the targeted population.
- Documented performance in related programming;
- Reasonableness of cost, and cost effectiveness;
- Geographic accessibility to the target population.

C. PROPOSAL PREPARATION FORMAT

Proposals should include all required information and attachments, and should follow the format in the order outlined below. **Failure to respond to a specific item, or to attach requested material, will result in lost points.**

1. **Program Narrative (Follow Proposal Guidelines Format)**
2. **Requested Forms and Attachments**
 - Most recent Single Audit Report (only with the original)
 - Weekly Program Schedule (proposed)
 - Resumes of Staff (if positions are currently filled)
 - Job Descriptions (show whether position is staffed or proposed)

Section V. Proposal Guidelines

(Total Points=100)

1. **Program Summary:** **(10 Points)**

On one page, describe briefly your proposed program design, including the specific target population, number of participants, program site(s), start and end dates. Identify the industry/occupation(s) within which you propose to contextualize your program. List your proposed educational and employment outcomes, including enrollment in post-secondary programs. Identify any partners, including employers, with whom you will collaborate to develop and/or offer key components of the design.

2. Organizational Capacity: (15 points)

Describe all partners' experience and capacity to provide services as described in the **Introduction** and **Services Requested** sections. For each partner, provide information about its experience and capacity/expertise in the areas below. Indicate which partner will be acting as the lead agency for the proposal.

- Contextualized Math and Science instruction for adult and non-traditional students
- Case management
- Career development, including transition to higher education

Discuss your organization's fit for the *Math and Science Advancement: Pathways to College and Employment* initiative.

- Which aspects of the *Math and Science Advancement: Pathways to College and Employment* program design will be new for your organization?
- Which will align with your organization's current services and approaches?
- If appropriate, describe any improvements to your current model that you would incorporate into the program.
- What facilities and other material resources can you bring to the program?
- Describe a communication plan for ensuring good coordination between all partners in the project. Include tools, methods and schedule of planned steps.

3. Understanding of the Target Population (15 points)

Discuss the characteristics and needs of the specific population you intend to serve.

- What direct experience have you had with this population and how did you accommodate their needs?
- What are the challenges and opportunities for these individuals?

4. Program Design (30 points)

Collaboration and linkages are encouraged; they should be clearly explained so that reviewers understand who is responsible for what aspects of the program. As a partnership of two or more agencies, describe your partnership and the roles and responsibilities of each partner. You may include a plan (a matrix or flow chart) for coordination among teaching staff and other providers of services to adults - case managers, career counseling, higher education institutions and employers, if appropriate. Identify specific post-secondary health or lab science program (s) and/or occupations for

which the math/science prep class would prepare participants. Describe and attach any course materials participants will receive and retain after the class for future reference.

Recruitment:

- Discuss your plan for recruitment including the specific target group you will recruit, the organizations and audiences with which you will communicate and the tools and methods you will use.

Assessment and Evaluation:

- Describe your assessment process and outline your entrance requirements for your proposed program.
- How will you conduct an initial assessment to determine individuals' academic and case management need and develop an individual learning plan for each participant? Identify both tools and methods.
- How will you monitor progress and, if necessary, make appropriate changes to participants' individual learning plans and career development plans? Append sample plan formats.

Classroom-based Instruction:

Math Curriculum

- To what extent will the mathematics curriculum and instruction in your proposed program:
 - Align with the National Council of Teachers of Mathematics Principles and Standards for School Mathematics in that the program focuses on problem-solving, communication, connections, and reasoning?
 - Align with the standards set forth by the American Mathematical Association of Two-Year Colleges?
 - Incorporate mathematical proficiency that is more than procedural skill.
 - Align with the mathematical demands of the target professional program for which students are preparing?
 - Explicitly connect to the contexts within which mathematics is used in the professional preparation program?
 - Align with the science component of your program?
 - Be enhanced by technology?
 - Describe the content, pedagogy, and guiding framework or standards.

Science Curriculum

- To what extent will the science curriculum and instruction in your proposed program:
 - Align with the National Research Council's National Education Science Standards, in that there is a focus on scientific inquiry?
 - Include a laboratory component?
 - Align with the scientific demands of the target professional program for which students are preparing?
 - Explicitly connect to the contexts within which science is used in the professional preparation program?
 - Align with the mathematics component of your program?
 - Be enhanced by technology?

- Describe the content, pedagogy, and guiding framework or standards.

Counseling and Case Management:

- Participants may vary in their need for direct case management. Describe your case management delivery system and process. How will you ensure that case management services accommodate participants' schedules?
- How will you coordinate with case managers for participants?
- How will your organization/staff interact with the participants' employers, if applicable?
- Provide information about how you will assist participants with the college admissions process and to secure financial aid or in other ways finance the cost of a post-secondary degree or certificate program.

5. Staffing and Administration: (10 points)

Include resumes for existing staff, if appropriate, and/or job descriptions for all proposed instructor staff and case management/coaching staff including their qualifications and experience, noting whether they are to be funded or provided in-kind. Identify which staff and/or functions will be direct service and which will be administrative. Label the job descriptions with the name of the staff person, or indicate if this position is vacant. Identify and include resumes for the members of the management team, and describe the staff reporting structure.

F. Budget and Budget Narrative: (20 points)

Present a detailed budget narrative, followed by a budget. The budget narrative does not count against the 20-page limit for the proposal narrative. **Applications that do not include a budget will not be considered.**

- Include costs for all components.
- Clearly categorize direct service and administrative costs. Note that administrative costs are limited to 5% of total budget.
- If the organization has a federally-approved Indirect Rate, it must provide certification in a letter from the federal government or from a CPA. Note that regardless of your indirect rate, administrative costs are limited to 5% of the total budget.

VI. ADMINISTRATIVE REQUIREMENTS

In addition to determining participants' eligibility for enrollment in the *Math and Science Advancement: Pathways to College and Employment* initiative – a high school diploma or GED and score at least 8th grade on the Test for Adult Basic Education (TABE) in math and at least 10th grade on the TABE in reading - successful bidders will be required to

pre-screen individuals for WIA (Workforce Investment Act) eligibility. Refer to the WIA guidelines which are in the appendices.

- Once the bidder(s) have determined that participants have met preliminary eligibility for WIA and have met the academic threshold described above, the bidder will be required to contact one of the Boston Career Centers, to be designated by JCS.
- Successful bidders will be required to provide information to the Boston Career Center so that participants' data can be used to finalize WIA eligibility and track participants' progress throughout the period of the grant using the MOSES information system.
- Successful bidders must provide the following information to JCS:
 1. The education provider will maintain attendance and regular class progress reports monthly and make the available for review by JCS.
 2. Provide and maintain records of case management and other counseling services.
 3. A detailed summary report will be due following completion of the program.

VII. PROGRAM PERIOD

JCS seeks services for the period July 1, 2006 through June 30, 2007. Based on the needs of the participants and the availability of funds, JCS may choose to extend the end date of the contract.

Breaks in training of a short duration may be planned. (For example, semester break, the Boston Public Schools schedule or some other schedule). A proposed schedule must be included in the proposal.

VIII. PROPOSAL CHECKLIST

All proposals submitted must include the following required information and follow the format (in order) outlined below. Proposals submitted should follow the format below:

- I. TITLE SHEET/COVER PAGE**
- II. TABLE OF CONTENTS**
- III. NARRATIVE SECTIONS (PROPOSAL GUIDELINES)**
 - A. Program Summary (One Page)
 - B. Organizational Capacity
 - C. Understanding the Target Population
 - D. Program Design
 - E. Staffing and Administration
 - F. Budget and Budget Narrative

IV. SUPPORTING DOCUMENTS

- A. Schedule of program activities and staffing schedule
- B. Organizational chart(s)
- C. Staff job descriptions and resumes (if available)
- D. A signed Memorandum of Agreement (collaborations for more than one agency)
- E. Curriculum-related materials (if applicable)
- G. Sample outreach and recruitment materials

V. ATTACHMENTS

- A. Contractor's Certificate of Authority form (CM-6)
- B. Contractor's Certification form (CM-9)
- C. Certification of Lobbying/Debarment
- D. Jobs and Living Wage Ordinance Forms (LW-1, LW-8)
- E. Certificates of Insurance (General Liability and Worker's Compensation)
- F. Most recent CPA-certified audit. *See Note ***
- Unsolicited Materials (not to exceed five pages)

****** In accordance with OMB Circular A-133, if the bidder is a non-profit agency which expended \$500,000 or more in Federal financial assistance, from any and all funding sources during the most recent audit period (6/30/2005 or later), a **complete** copy of the A-133 audit report must be submitted, along with a copy of any management letter, if applicable. Attach the audit only to the original – not the five copies.

If the bidder expended less than \$500,000 in federal funds, and is exempt from federal audit requirements, then a statement attesting to that fact must accompany the agency's audit report (and/or Uniform Financial Report (UFR) if applicable.

Proposal respondents are encouraged to share this information with appropriate fiscal staff to ensure that the audit report submission is complete.

Appendix I
Math and Science Advancement: Pathways to College and Employment

2006 Boston WIA Income Guidelines

<u>FAMILY SIZE</u>	<u>ANNUAL INCOME</u>
1	\$14,355
2	\$22,996
3	\$31,560
4	\$38,955
5	\$45,975
6	\$53,760
Over Six Increment	\$5,190*

*Note: For family units with more than six members, add \$5,190 for each additional member. Screeners are required to ask all WIA Adult customers for their family size and household income.

Figures are subject to adjustment by the Department of Labor.

Appendix II

Math and Science Advancement: Pathways to College and Employment

GUIDELINES FOR THE VENDOR WORKING WITH THE CAREER CENTER

The following provides an outline of the steps that the vendor(s) will be required to follow in collaboration with the Career Center. [Note: these are provided as a guide to help the bidder understand and assess the potential staffing costs and client flow. JCS and PIC will work with the vendor(s) to redesign or redefine this process as needs determine.]

Step 1 Outreach and Recruitment/Pre-Screening

Interview by phone or in person to assess the following information:

- Individual's interest in participating in the adult Math/Science program; whether the participant has a High School Diploma or a GED certificate WIA eligibility based on client's reporting of total family or individual income; and verify that the participant is a Boston resident.
- Inform prospective participants that the step to enrollment will be to provide documentation (pay stubs, tax returns, legal residency and U.S. citizenship documentation, driver's license, Selective Service for men, etc.) to be verified by the Career Center for WIA eligibility.
- Program arranges for a Career Center representative to join in a meeting to review eligibility documentation.

Step 2 Intake and Initial Assessment

- The program vendor administers the Test for Adult Education (TABE) in math and reading comprehension.
- Each prospective participant brings documentation to the program site
- Career Center staff reviews documentation and determines eligibility
- If approved by the Career Center, the participant is enrolled in the MOSES data base.

Step 3 Full Assessment

- Program staff interviews the prospective participant to determine suitability/appropriateness.
- Program staff may administer a more complete battery of tests, including the TABE for math and science, for individual assessment and as a preliminary benchmark for evaluating each individual's progress throughout the program period.
- Review with each participant his/her individualized support service needs.

Step 4 Tracking and Reporting

- The operator of the Math/Science preparatory program will need to maintain an on-going relationship with the Career Center operator to satisfy customer tracking and reporting requirements.

TIMETABLE FOR RFP PROCUREMENT

Requests for Proposals Issued
43 Hawkins Street, Floor 3B

March 15, 2006
12 NOON

Bidders Conference
Boston Public Library at Copley
Rabb Hall

March 21, 2006

Letters of Intent

March 21, 2006

Responses Due
43 Hawkins Street, Floor 3B

May 1, 2006, 12:00 Noon

JCS reserves the right to declare proposals received after 12:00 P.M., May 1, 2006

Questions regarding this RFP should be addressed to Denise Dabney, Chief Planner, at denise.dabney.jcs@cityofboston.gov.

JCS is an Affirmative Action/Equal Opportunity Employer. Auxiliary aids and services are available upon request to individuals with disabilities.

LETTER OF INTENT TO BID

Any bidder intending to submit a proposal for the *Math and Sciences Advancement Pathways to College and Education* must first notify JCS of such intent.

LETTERS OF INTENT MUST BE RECEIVED BY MARCH 21st, 2006 AT 12:00 NOON.

Please complete the information requested below and mail the entire form to:

Denise Dabney, Chief Planner
Jobs and Community Services
Planning and Policy Development, Floor 3B
43 Hawkins Street
Boston, MA 02114

PATHWAYS TO COLLEGE AND EMPLOYMENT
LETTER OF INTENT TO BID

ORGANIZATION: _____

EXECUTIVE DIRECTOR: _____

CONTACT PERSON/TITLE: _____

STREET ADDRESS: _____

CITY, STATE, ZIP: _____

PHONE: _____ EMAIL: _____